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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

OUTLINES OF WORK
FOR
PARISH TEACHERS'
ASSOCIATION MEETINGS
TOGETHER WITH
COURSE OF READING
FOR 1906-1907

ISSUED BY THE
DEPARTMENT OF EDUCATION
BATON ROUGE, LA.
1906

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INTRODUCTION.

The law contemplates that at least one Saturday in each month during the time the public schools are in session, shall be devoted to parish institutes, or meetings, for the improvement of the teachers; and, the teachers make contracts with the school boards that their pay is conditioned upon "services properly rendered and in harmony and compliance with the school laws of the State of Louisiana relative to * * * institutes, etc." We earnestly recommend the formation of a teachers' association in each parish.

These meetings should be presided over by the institute manager—the parish superintendent—or other person appointed by the parish superintendent. The institute manager should be assisted by such teachers, and others, as may be prepared to conduct lessons, discussions, etc.

At each meeting the institute manager should assign the special work to be conducted or presented by the different teachers, or others, at the succeeding meeting. Attention should also be called to the program for the succeeding meeting so that proper preparation for the next meeting may be made by all the members of the association. Careful preparation and study of the work assigned are of special importance, and nothing will bring larger returns. The books selected for this year's course, the work planned, and the suggestions offered are all worthy of the best effort of every teacher.

The benefits of the course of reading and study pursued last year have been apparent in the summer schools and teachers' examinations. Teachers who read and studied the books and outlines suggested for use in the meetings of the parish teachers' associations, found little difficulty in doing the work required in these subjects in the summer schools and in teachers' examinations.

Eight programs are presented, and to get the greatest benefits from the work, each teacher should have access to the following texts: "The Recitation" (\$1.10), published by J. B. Lippincott Co., Philadelphia, Pa.; "The Point of View of Modern Education" (60c.), published by The Public School Publishing Co., Bloomington, Ill.; "Industrial Work for Public Schools" (75c), published

by Rand, McNally & Co., Chicago, Ill.; "Huntington's Unconscious Tuition" (15c), published by A. Flanagan Co., Chicago, Ill.; The Louisiana Public School Course of Study (free), distributed by the Department of Education; and, "The Lesson Plan" given in this pamphlet. We also recommend that the teachers read current events, standard literature, and helpful texts on the different phases of school work.

The parish superintendents should mail a copy of these "Outlines of 'Parish Teachers' Association Meetings" to each teacher in his parish at least one month before the time of the first meeting of the association. This will enable the teachers to provide themselves with the necessary books.

It is our earnest hope that the parish school boards and parish superintendents may take an active interest in the success of these meetings and encourage all the teachers to do this work for the professional advancement of the teachers and for the improvement of the schools.

Yours very truly,

JAS. B. ASWELL,

State Superintendent of Public Education.

B. C. CALDWELL,

President State Normal School.

J. E. KEENY,

State Institute Conductor.

LAWS CONCERNING

The Meetings of the Parish Teachers' Association.

(Sections of Act 81 of 1888. See, for other Institutes and Summer Schools, Act 214 of 1902 and Act 167 of 1904.)

SECTION 34. *Be it further enacted, etc.,* The parish superintendent may devote the first Saturday of each month, during the time the common schools are in session in the parish, to holding institutes for the improvement of teachers in their qualifications and methods of teaching, and for the discussion of topics pertaining to the advancement of the public school interest in the parish.

SEC. 35. *Be it further enacted, etc.,* That the teachers shall be notified of the time and place of the monthly institute meeting. Teachers failing to be present, or to take such part in the exercises as the superintendent may assign or designate, shall forfeit one day's salary (which forfeited salary shall be paid to the parish institute fund), unless a good and sufficient reason for such failure to attend shall be given in writing to the parish superintendent within ten days thereafter. No teacher shall be bound to attend the institute who to do so shall have to travel a greater distance than ten miles each way, and otherwise than by land.

SEC. 36. *Be it further enacted, etc.,* Three hours' work shall be required to constitute a legal session of one institute, and the parish superintendent shall forfeit five dollars for each institute that he fails to conduct as required by this act, unless physically unable to attend, or for other sufficient excuse, to the satisfaction of the school board.

SEC. 37. *Be it further enacted, etc.,* These institutes may receive as members, honorary or active, the members of the board, all officers, and any citizen of good moral character as may desire to become a member, subject to the rules and regulations, and to the payment of such dues and fines as may be imposed by a quorum of the said institutes.

SEC. 38. *Be it further enacted, etc.,* That each parish superintendent, upon the assembling of the teachers' institute of his parish, shall cause a roll of members to be prepared, which roll shall be called at least twice a day during the session of the institute, and all absentees shall be carefully marked. He shall ascertain the number of teachers who are in attendance, and length of time each attended, and he shall keep a record thereof.

SEC. 39. *Be it further enacted, etc.,* That the parish superintendent, before the beginning of the free school term, shall appoint one of the best qualified teachers of his parish as institute manager for each institute district, should there be more than one institute district in the parish; and such appointees shall each be paid for actual services two dollars and a half per day out of the institute fund as compensation for holding institutes, and for assisting the superintendent during the session.

SEC. 40. *Be it further enacted, etc.,* That all institute funds shall be collected and receipted for by the superintendent. He shall keep a record of the amount received, hand them over to the treasurer of the school board, who shall keep a separate account of these funds. He shall pay them out on the warrant of the superintendent, countersigned by the president of the school board. These funds shall be expended only in the interest of the institutes. The superintendent, for all services in connection with these institutes, shall be paid three dollars a day out of said fund for each day he will cause the said institute to hold, under his personal superintendence, and for each day's attendance as provided for in section thirty-four (34).

SEC. 43. *Be it further enacted, etc.,* That the parish superintendent, in his annual report to the State superintendent, shall state the time and place teachers' institutes were held; the names of the persons conducting the same; the number of persons registered as in attendance; the sums collected; the number and names of teachers of common schools in the parish who did not attend the insti-

tute, and such other information of the proceedings and results of the institute as he may deem of value and interest.

LIST OF BOOKS FOR 1906-1907.

Hamilton's "The Recitation" (\$1.10), published by J. B. Lippincott Co., Philadelphia, Pa.

Marsh's "The Point of View of Modern Education" (60c.), published by The Public School Publishing Co., Bloomington, Ill.

Holton & Rollins' "Industrial Work in Public Schools" (75c.), published by Rand, McNally & Co., Chicago, Ill.

Huntington's "Unconscious Tuition" (15c.), published by A. Flanagan Co., Chicago, Ill.

"State Course of Study for the Common Schools" (free) by the Department of Education, Baton Rouge, La.

"The Lesson Plan" on pages 37 and 38 of this pamphlet.

SPECIAL,

1. If the programmes are too long, select such numbers as are best adapted to the needs of the teaching corps of the parish. However, teachers should study the work assigned, and an effort should be made to complete the programmes as presented in the pamphlet. To better adapt the programme to local needs, one number ("Local Selection") is to be selected by the association.

2. Do not have a series of papers read. The surest way to destroy interest in a meeting, is to have teachers sit and listen to a number of "prepared papers."

3. The work of directing the discussions in the different subjects, or numbers, should be assigned to different persons. These assignments should be made at least one meeting in advance.

4. The parish superintendent should be the manager, or conductor, of these meetings. However, he may appoint another if he thinks best.

5. In the latter part of this pamphlet is given a list of texts on the various phases of the teacher's problem. It is recommended that teachers purchase and read such of these texts as may best serve their individual needs.

6. It is hoped that the teachers will make special efforts to place a library in their schools, and to introduce the State Course of Study where not already in use.

7. A "Patrons' Day Program" is included. It is merely suggestive, and other numbers might be selected better adapted to the local needs.

FIRST (PRELIMINARY) MEETING.

PROGRAM.

- 10:00 A. M. I. Opening Exercises.
 II. Roll Call; quotations.
 III. Election of Officers.
 IV. The State Course of Study.
 V. Declamation, or Singing.

NOON.

- 1:00 P. M. VI. "School Libraries."
 VII. Address by the Parish Superintendent.
 VIII. Reports.
 IX. Assignment of Work for Next Meeting.
 X. Miscellaneous Business.
 XI. Adjournment.

OUTLINES AND SUGGESTIONS.

III. THE STATE COURSE OF STUDY.

Note 1.—"The most practical course of study is the one which will in the most concrete way adjust the child to the life he is to live. The school is sometimes too foreign to life. It completely overlooks everyday experiences which ought to be utilized in the process of education. Good teaching ought to make the child live so truly and so thoroughly that he will have gradually built up in him as fixed the great principles of life. So trained life's problems will not surprise him. Spelling, Reading, Writing, Arithmetic, Geography, Grammar, History, whatever is used in the course, must be a means of interpreting life. And the great world of nature and social life must be drawn upon freely for illustrations in this work. The earth-forms at home, the practical problems in commercial life, the social problems at hand, must make subjects live for the child."—*Supt. Cotton of Indiana.*

Note 2.—Assign a teacher (if the institute manager thinks best) to each topic marked by number.

Note 3.—The following topics on the "Course of Study," are the same as suggested in last year's course. At the beginning of this year's work it seems advisable to consider the same topics, since they are so necessary and vital in a systematic study of the course.

1. Discuss the quotation by Supt. Cotton.
2. Plan of the course as a whole. (A Course of Study should be in the hands of each teacher.)
3. What are the aims of a course of study, and how should the course be used? How use it in schools having shorter than a nine months' term?
4. The classification of pupils.
5. Records and reports.
6. The programs—
 - a. Five grade program.
 - b. Eight grade program.
 - c. The graded school program.
7. Alternation of work.

VI. SCHOOL LIBRARIES.

Note.—The law concerning school libraries is quoted below. The law provides for *a library for each schoolroom.*

AN ACT

To establish individual public school and grade libraries for the public schools; to provide for their purchase, care, and enlargement; and to provide penalties for the destruction of or taking and carrying away any part of libraries.

SECTION 1. Be it enacted by the General Assembly of the State of Louisiana, That whenever the patrons and friends of any individual school or grade of the free public schools in which a library has not already been established by aid of the parish board of school directors, shall raise by private subscription or otherwise and tender to the treasurer of the parish public school funds, for the establishment of a library to be connected with such school or grade, the sum of ten dollars, and the parish treasurer has so advised the secretary of the parish board of school directors, the said board at its next quarterly meeting shall appropriate from the public school funds the sum of ten dollars for this purpose, and shall appoint the teacher in charge of said school or grade the manager of such libraries; provided further, that at times other than during the school term, the library shall be kept in a locked case provided for under this Act.

SEC. 2. Be it further enacted, etc., That as soon as the secretary of the parish board of school directors shall have received notice from the treasurer of the parish public school funds (and said notice should be served by the said treasurer, within five days after receipt of same) that a donation for a library for a certain school or grade has been made, the said secretary shall inform the State Superintendent of Public Education of the fact, whereupon the said State Superintendent shall furnish the said secretary a list of public school library books and prices therefor, said books and prices having been approved by the State Board of Education.

SEC. 3. Be it further enacted, etc., That within five days after the parish board of school directors shall have made an appropriation for a library, the president and secretary of the board, with the assistance of the teacher in charge of the school or grade for which the appropriation was made, shall select from the aforesaid approved list of books for public school libraries, a list of books to be purchased for the said library, and shall submit the list of books to be purchased to the secretary of the board, who shall order the books at once, and payment for same shall be made by warrant upon the treasurer of the parish public school funds, signed by the president and secretary of the parish board of school directors. Upon application of the parish superintendent, the parish board of school directors shall furnish, to each library, at the expense of the public school funds, a neat bookcase, with lock and key.

SEC. 4. Be it further enacted, etc., That the local manager of every library shall carry out such rules and regulations for the proper use and preservation of the books as may be established by the State Superintendent of Public Education, and shall, on or before the tenth day of January of each year, make to the State Superintendent of Public Education such report as he may require.

SEC. 5. Be it further enacted, etc., That when the patrons and friends of any individual school or grade of the public school in which a library has been established for one year under the preceding sections of this Act, shall raise by private subscription or otherwise, and tender to the treasurer of the parish public school funds the sum of five dollars for the enlargement of the library, the parish board of school directors shall appropriate from the money belonging to that school or grade not less than the sum of five dol-

lars nor more than fifteen dollars. The money thus collected and appropriated shall be used for the enlargement of libraries already established under the same rules and restrictions as govern the establishment of new libraries; provided, that no more than one such appropriation shall be made each year for each school or grade.

SEC. 6. Be it further enacted, etc., That the legal possession and ownership of the books, cases and other appendages of the school or grade library, shall be and remain in the parish board of school directors and their successors in office, and that the felonious destruction or taking and carrying away thereof, or any part thereof, or of any books, article, apparatus or furniture, from or belonging to any public school house owned or used for public school purposes shall and is hereby declared to be larceny, and the breaking into such school house at night, with intent to commit larceny, as herein set forth, or any felony, shall and is hereby declared to be burglary, and that any larceny or burglary so committed shall be punished as in other cases under existing statutes.

Note.—The main provisions of the law relative to libraries should be discussed at this meeting.

1. An Individual School or Grade Library.
 - a. Each room is entitled to a library.
 - b. Not a library for several grades, except where there are several grades in same room.
 - c. The manager of the library.
 - d. Ownership.
 - e. A school with but one teacher is entitled to but one library.
 - f. How enlarged after first year.
2. Funds for the Library.
 - a. How derived—local and school board contributions.
 - b. Deposited with the parish treasurer.
 - c. How expended.
 - d. When expended.
 - e. By whom expended.
3. Duties of—
 - a. Teacher.
 - b. Parish superintendent.
 - c. Parish treasurer.

- d. President of school board.
- e. State superintendent.
- f. The school board.
- 4. List of Books.
 - a. How furnished.
 - b. How and by whom selected.
 - c. How paid for, and price.
 - d. Care of the books.
 - e. Case for the books.
- 5. Records and Reports.
 - a. By whom kept.
 - b. How kept.
 - b. When made, and to whom.
 - c. Value of.
 - c. Rules governing the library.
- 6. Penalty.
 - a. For destruction, etc.

VIII. REPORTS.

(Note.—Each teacher should be given two minutes in which to report.)

- 1. Reports from individual teachers on their work at *summer schools* during vacation.
- 2. Reports from individual teachers on their *reading* during vacation.
- 3. Reports from individual teachers on plans for their professional improvement during the present school year.
(Do not include the course suggested in this pamphlet.)
- 4. Reports from individual teachers on their plans for this session relative to teaching agriculture, school gardens, manual training, and libraries.

SECOND MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercises. (Such as could be used in your schools.)
II. Roll Call; quotations from any work on teaching.
III. The State Course of Study.
IV. Declamation, or Singing.
V. School Libraries.
VI. "Unconscious Tuition."

NOON.

- 1:00 P. M. VII. Address by the Superintendent, or Invited Guest.
VIII. "The Recitation."
IX. Local Selection.
X. Assignment of Work for Next Meeting.
XI. Miscellaneous Business.
XII. Adjournment.
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OUTLINES AND SUGGESTIONS.

III. THE STATE COURSE OF STUDY.

Note.—Assign a teacher (if the institute manager thinks best) to each topic marked by number.

"Teacher to Read or Tell the Story." (See page 20, "Louisiana Course of Study.")

1. Qualities of a good story for children. The story must be:
 - a. Unified—complete in itself.
 - b. Simple in action, character and style.
 - c. Childlike. The characters need not be children, but should have the feelings and motives of children.
 - d. Rapid in action.
 - e. Dramatic in scene and character delineation.

- f. Ethical—should call out a moral judgment from the child.
 - g. Happy.
2. Suggestions for the presentation of stories to children.
 - a. Know the story perfectly.
 - b. Always tell the story.
 - c. Cultivate a quiet, pleasing, well-controlled voice.
 - d. Put conversation in the form of direct questions.
 - e. Adapt the voice to the character speaking.
 - f. Use gesture to help tell the story.
 - g. Make the story vivid and interesting by sufficient detail.
 - h. Use choice, simple English.
 - i. Do not emphasize the moral.

V. SCHOOL LIBRARIES.

1. The two-fold purpose in the use of the school library.
 - a. To broaden the knowledge of the teacher so that she may supplement by illustration the text-book work in reading, geography, history, etc.
 - b. To enable the teacher to refer the pupil to the proper books in order to:
 - (a) Increase the pupil's knowledge of and interest in the subject;
 - (b) Give the pupil added practice in reading;
 - (c) Create a thirst for added information;
 - (d) Create a love for good literature;
 - (e) Create a good reading habit.

Note.—Discuss the above suggestions, making additional.

VI. UNCONSCIOUS TUITION.

1. The function of the teacher.
2. Education is organic.
3. The three elements in unconscious tuition.
4. Truth cannot wholly be put into words. So in nature.
5. Schoolroom impressions may be most powerful.
6. The possibilities of the teacher limitless.
7. The teacher exercises moral power.
 - a. Illustrations.
 - b. Absence of moral power.
 - c. The explanation.

8. The media of unconscious influence.
 - a. The temper.
 - b. The face.
 - c. The voice.
 - d. The manners.
 - e. Manners react on the man.
 - f. The personal character.
 - g. Character in the schoolroom.
 - h. Indefinable influence everywhere.
 9. The imagination.
 - a. Imagination to be employed in the schoolroom.
 10. Moral influence must come from the character.
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VIII. THE RECITATION.

(Part 1, Chapters I and II.)

Chapter I.—(Part 1)—General View of the Recitation.

1. The Term Recitation Defined.
 - a. Its literal meaning.
 - b. Its general meaning.
 - c. The recitation defined.
2. Parties to the Process.
 - a. The teacher's part.
 - b. The pupil's part.
3. Importance of the Recitation.
 - a. It determines the child's habit of study.
 - b. It determines his habits of thought and expression.
 - c. It inspires the pupil with a love of learning.
4. Characteristics of a Good Recitation.
 - a. It is short.
 - b. It has a brisk mental movement.
 - c. The presentation is clear, strong, and to the point.
 - d. It is adapted to the child's needs in matter and method.
5. Indictments Against the Average Recitation.
 - a. It is too indefinite, and thus tends: to waste time, to degrade the art of teaching, to cultivate stupidity.
 - b. It fails to stimulate individual thought.
 - c. It fails to instruct the child.
 - d. It wastes too much time.

Chapter II—(Part 1)—Purpose of the Recitation.

1. Aims of the Recitation Discussed.

- a. Aim is vital.
- b. Aim saves time.
- c. Aim conserves energy.
- d. Aim determines the means.
- e. Aim tests the means.
- f. Aim guides the process.
- g. Aim unites effort.
- h. Aim is essential to success.
- i. Aim encourages effort.
- j. Aim is as important as effort.

2. Aims Enumerated.

THIRD MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercises. (Such as could be used in your schools.)
- II. Roll Call; quotations from any work on teaching.
- III. The State Course of Study.
- IV. Declamation, or Singing.
- V. School Libraries.
- VI. "Unconscious Tuition."
- 1:00 P. M. VII. Address by the Superintendent, a Teacher, or Invited Guest.
- VIII. "The Recitation."
- IX. Local Selection.
- X. Assignment of Work for Next Meeting.
- XI. Miscellaneous Business.
- XII. Adjournment.
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OUTLINES AND SUGGESTIONS.

III. THE STATE COURSE OF STUDY.

Note.—Assign a teacher (if the institute manager thinks best) to each topic marked by number.

"A Study of the History of Louisiana. (See page 32, Louisiana State Course of Study.)

1. How much time should be given to this subject in this grade?
 2. The best method of presenting this subject?
 3. Give a list of supplementary reading matter that might be used in the study of Louisiana history.
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V. SCHOOL LIBRARIES.

1. Value and dangers of a grade library.
 2. What books to buy.
 3. How to use the library.
 4. Illustration of how to use a library book for language work.
- (Courtesy of Supt. C. P. Carey, Wisconsin.)

(Suggestions for the use of "*The Hut in the Woods*." See page 194.)

The Hut in the Woods.

I. Aims of the teacher.

1. To give the child pleasure.
2. To give the child something which he will be eager to express in oral or written form.
3. To give language training.
4. To train the imagination and judgment.
5. To stimulate the child's sympathy for animals.

II. Methods of the teacher.

1. Master the story.
 - a. The action.
 - b. Characters: General appearance, voice, gesture? What they say? What they do?
 - c. Scene. Study carefully the scenes given on pages 195 to 200. What sort of a room is it? What characters are in the room? What are they doing?
2. Observe the English.
 - a. Short simple sentences; *e. g.*, the opening sentence on page 194.
 - b. Specific descriptive words: "*The trees rustled*," "*she stroked their smooth feathers*," "*sweet smelling hay*," "*the sound of cracking and splitting in every corner*," "*royal splendor*," "*good soup*," etc.
3. Tell the story.
 - a. Prepare the child for the difficult words by a definition lesson the preceding day.
 - b. If the language period is too short for the entire story tell it in three unites:
 - I. Pages 194 to the middle of 196.
 - II. Pages 196 to the bottom of 197.
 - III. Pages 197 to 201.

- c. Make the characters and the scenes as real and vivid as you can. Emphasize the scenes on pages 195 and 200.
 - d. Tell the story in short simple sentences. Avoid connecting these with "and." Use the new words which have been explained.
4. Have the story reproduced.
- a. Oral reproduction.
 1. If the story is told in sections it may be reproduced in sections by the pupils: first, I; then, I and II; then, I, II, and III.
 2. See that the child does not wander in his story.
 3. Correct his language *after* he has finished the story. In making corrections emphasize the right form, by having him repeat it, and by placing it on the board.
 4. Encourage him to use the new words in the story.
 - b. Written reproduction.
 1. Written reproduction should follow oral reproduction.
 2. Insist on uniform paper and form.
 3. Correct every paper carefully, marking the errors with red pencil or ink.
 4. Talk over the error with individuals.
 5. Commend the correct use of new words, and good descriptions.
 6. Have each paper rewritten correctly. Stimulate the pupil's pride in neat accurate work.

VI. UNCONSCIOUS TUITION.

1. What the teacher would teach he must be.
2. Difficulties that arise.
3. Difficulties to be met by a new spirit.
4. The teacher himself is sometimes the cause of disorder.
5. Examples of unconscious tuition.
6. An important question.
7. The teacher can accumulate force of character.

8. Power of unconscious tuition arises from character.
 9. Teaching must not be mechanical.
 10. Mechanism repulsive.
 11. Examples of unconscious teaching.
 12. The pupil waits for this kind of tuition.
 13. Moral growth must be sought by all teachers.
 14. It is our character that tells after all. *
 15. The teacher must be interested in the whole pupil.
 16. Hidden influences everywhere.
 17. The teacher ministers to the highest ends.
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VIII. THE RECITATION.

(Part 1, Chapters III and IV.)

Chapter III—(Part 1)—Essentials of the Recitation.

1. Interest.
 - a. Natural.
 - b. Acquired—Interest is acquired in a subject.
2. Attention.
 - a. Classes of teachers with reference to the power to secure it.
 - b. How not to secure attention.
 - c. How to secure attention.
 - d. How to hold the attention when once secured.

Chapter IV—(Part 1)—The Art of Study.

1. Possibility of Study.
 - a. The unity of mind.
 - b. The capacity to know.
 - c. The working content of the mind.
 - d. The possibility of study.
2. Conditions of Study.
 - a. Physical or objective.
 - b. Mental or subjective.
3. Objects of Study.
 - a. A well-formed mind.
 - b. A well-filled mind.
 - c. A well-rounded character.
4. The Philosophy of Study.
 - a. The act of study defined.
 - b. The process of study explained.

5. How not to Study.
 - a. By idly reading the lesson.
 - b. By memorizing it.
6. How to Study.
 - a. Read the lesson carefully as a whole and try to discover its leading thought.
 - b. Concentrate the mind upon the facts with a view of comprehending them..
 - c. Try to know what the facts are, what they mean, and what they teach.
 - d. Note Jacotot's plan—learn, reflect, verify, repeat.
7. The Unprepared in a Recitation.
 - a. Those who could prepare, but do not.
 - b. Those who would prepare, but cannot.
8. What to do with the Unprepared.
 - a. With those who could prepare, but do not.
 - b. With those who would prepare, but cannot.

FOURTH MEETING.

PATRONS' DAY PROGRAM.

9:00 A. M.

- I. Opening Exercises.
- II. Address of Welcome and Response.
- III. Singing by the Pupils, the Institute, or a Guest.
- IV. Address by the Parish Superintendent.
- V. Discuss: "Co-operation and Sympathy between Teachers and Patrons."
- VI. Address: "Regular Attendance—What it Means to the School and What Patrons Can Do to Help Secure it."
- VII. Discuss: "How Can We Secure the Needed School Building Improvement?"

Noon.

1:00 P. M. VIII. Debate: "Resolved, That Rural Life is Preferable to Town or City Life."

- IX Recitation.
- X. Discuss: "The Patrons' Part in Beautifying Grounds and Securing School Libraries."
- XI. Discussion: (A Topic of Local Interest.)
- XII. Remarks by the Patrons Present
- XIII. Assignment of Work for Next Meeting.
- XIV. Miscellaneous Business.
- XV. Adjournment.

FIFTH MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercises. (Such as could be used in your schools.)
 II. Roll Call; quotations from "The Recitation."
 III. The State Course of Study.
 IV. Declamation, or Singing.
 V. School Libraries.
 VI. "The Point of View of Modern Education."

NOON.

- 1:00 P. M. VII. Address by the Superintendent, a Teacher, or Invited Guest.
 VIII. "The Recitation."
 IX. Local Selection.
 X. Assignment of Work for Next Meeting.
 XI. Miscellaneous Business.
 XII. Adjournment.

OUTLINES AND SUGGESTIONS.

III. THE STATE COURSE OF STUDY.

Note.—Assign a teacher (if the institute manager thinks best) to each topic marked by number.

Spelling. (See pages 36 and 37, "Louisiana Course of Study.")

1. Discuss the "General Suggestions on Spelling" for First and Second Grades.
2. Discuss "How a Child Learns to Spell."
 - a. By seeing words as printed or written.
 - b. By hearing them spelled orally.
 - c. By writing them.
 - d. By spelling them orally.
 - e. By reading them.

V. SCHOOL LIBRARIES.

1. "*Matka and Kotik*," by David Starr Jordan.

(Note.—This is a story of seal life in Bering Sea. The child should read it for the story.)

2. Illustrate how a teacher might use this story—
 - a. As a science lesson in the natural history of the seal.
 - a. As a geography lesson on our Arctic possessions, and life in Arctic regions:
 - c. As a study in elementary international ethics.
 - d. To study the author and his right to claims as an authority on the subject.
 - e. To lead the child to read similar stories.

VI. THE POINT OF VIEW OF MODERN EDUCATION.

(Chapters I and II.)

Chapter I—The Growth of the Affections.

1. The child's early attachments.
2. The cultivation of the proper affections.
3. Arrested development.

Chapter II—The Three Nerve Centers.

1. A healthy animal—strong body.
2. A strong will.
3. The intellect and emotions.
4. (Note enumeration of "truths" on page 23.)

VIII. THE RECITATION.

(Part 2, Chapters I and II.)

Chapter I—(Part 2)—Parts of the Recitation.

1. The Testing Part.
 - a. It tests preparation.
 - b. It tests the pupil's general knowledge and his ability to study.
 - c. It cultivates the memory.
 - d. It trains the art of expression.
 - e. It gives some skill and some discipline.
 - f. It reveals the child's limitations and indicates the proper field for instruction and drill.
2. The Teaching Part.
 - a. It instructs the child.
 - b. It gives mental discipline.

3. The Training Part.

- a. It trains the memory.
- b. It trains in the art of expression.
- c. It aids in the formation of habits.
- d. It gives skill in school arts.

4. The Assigning Part.

- a. The time of assignment.
- b. The extent of the assignment.
- c. The character of the work done in the assignment.
- d. Results of the assignment.

Chapter II—(Part 2)—Preparation, the First Formal Step.

1. Formal steps.

- a. Preparation.
- b. Presentation.
- c. Comparison.
- d. Generalization.
- e. Application.

2. Preparation.

- a. It must be timely.
- b. It must be appropriate.

SIXTH MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercises. (Such as could be used in your schools.)
 II. Roll Call; quotations from "The State Course of Study."
 III. Discussion of "Lesson Plans."
 IV. Declamation, or Singing.
 V. "Industrial Work for Public School."
 VI. "The Point of View of Modern Education."

NOON.

- 1.00 P. M. VII. Address by the Superintendent, a Teacher, or Invited Guest.
 VIII. "The Recitation."
 IX. Local Selection.
 X. Assignment of Work for Next Meeting.
 XI. Miscellaneous Business.
 XII. Adjournment.

OUTLINES AND SUGGESTIONS.

III. DISCUSSION OF "LESSON PLANS."

(A Reading "Lesson Plan.")

Note.—One lesson plan should be written by each teacher for each meeting, on a lesson assigned at the previous meeting. The plans should be written in harmony with the "lesson plan" and suggestions given in the back part of this pamphlet; and, some of the plans should be read and discussed in each meeting of the association.

1. The "lesson plan" for this meeting should be written on the following subject:

Kipling's Recessional.

God of our fathers, known of old—
Lord of our far-flung battle-line,
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

The tumult and shouting dies—

The Captains and the Kings depart,
Still stands Thine ancient Sacrifice,
An humble and a contrite heart.

Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called, our navies melt away—
On dune and headland sinks the fire;
Lo! all our pomp of yesterday
Is one with Ninevah and Tyre.

Judge of the Nations, spare us yet,
Lest we forget—lest we forget.

If drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use,
Or lesser breeds, without the law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget.

For heathen heart that puts his trust
In reeking tube, and iron shard—
All valiant dust, that builds on dust,
And guarding calls not Thee to guard—
For frantic boast and foolish word,
Thy Mercy on thy People Lord!

—Amen.

V. INDUSTRIAL WORK FOR PUBLIC SCHOOLS.

(*Note.*—Illustrate some of this work before the institute.)

1. First Year Work.

- a. Square seed box.
- b. Small basket.
- c. Doll's chair.
- d. Doll's table.
- e. Toy lantern.
- f. Doll's bureau.
- g. Single weaving.
- h. Woven basket.
- i. Sled.
- j. Indian canoe.
- k. Puritan cradle.

VI. THE POINT OF VIEW OF MODERN EDUCATION.

(Chapters III and IV.)

Chapter III—The Child and His Teachers.

1. The primary school provides a foster parent.
2. Relation of the school to the home; teacher to parent.
3. When a child's education begins.
4. The child's interest in the concrete.
5. Some of the child's teachers.
 - a. Observation.
 - b. Imitation.
 - c. Habit.

Chapter IV—What the Child Should Learn.

1. Necessity for obedience to external law.
 2. Use and abuse of punishments.
 3. Nature and kind of punishments.
 4. How moral strength is developed.
-

VIII. THE RECITATION.

(Part 2, Chapters III-VII.)

Note.—This is a lengthy assignment for one meeting, but it is assumed that the majority of teachers are rather familiar with the "formal steps."

Chapter III—Presentation.

1. Its External Characteristics.
 - a. It must be clear.
 - b. It must be strong.
 - c. It must be logical.
 - d. It must be to the point.
 - e. It must be loyal to a true aim, and an orderly plan.
 - f. It must be complete.
2. Its Inner Activity.
 - a. Mental action must be aroused.
 - b. Mental action must be sustained.
 - c. Mental action must be directed and controlled.

Chapter IV—Comparison.

1. The psychological aspects of comparison.
2. The practical aspects of comparison.

Chapter IV—Association.

1. The psychological aspects of association.
2. The practical aspects of association.

Chapter V—Generalization.

1. Generalization gives rules, definitions, principles and laws.
2. Generalization comes after presentation and comparison.

Chapter VI—Application.

1. Values of knowledge.
2. Application of knowledge.

Chapter VII—Thinking in the Recitation.

1. Preliminary Statement.
 - a. Thinking is the great problem of the school.
 - b. Thinking is possible in the elementary schools.
2. How We May Better Train the Child to Think.
 - a. By demanding his best efforts in thought.
 - b. By putting more emphasis on the teaching part of the recitation.
 - c. By putting more emphasis on the thinking stage of the learning process.
 - d. By putting more emphasis on such questions as are instruments of thought.
 - e. By putting more emphasis on philosophic teaching.
 - f. By putting more emphasis on observation and reflection.

SEVENTH MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercises. (Such as could be used in your schools.)
- II. Roll Call; relating a brief incident or experience.
- III. Discussion of "Lesson Plans."
- IV. Declamation, or Singing.
- V. "Industrial Work for Public Schools."
- VI. "The Point of View of Modern Education."

Noon.

- 1.00 P. M. VII. Address by the Superintendent, a Teacher, or Invited Guest.
- VIII. "The Recitation."
- IX. Local Selection.
- X. Assignment of Work for Next Meeting.
- XI. Miscellaneous Business.
- XII. Adjournment.

OUTLINES AND SUGGESTIONS.

III. DISCUSSION OF "LESSON PLAN."

(A Writing "Lesson Plan.")

Note.—One lesson plan should be written by each teacher for each meeting, on a lesson assigned at the previous meeting. The plans should be written in harmony with the "lesson plan" and suggestions given in the back part of this pamphlet; and, some of the plans should be read and discussed in each meeting of the association.

1. The "lesson plan" for this meeting should be written on a lesson that could be taught to pupils in the "First Grade."

V. INDUSTRIAL WORK FOR PUBLIC SCHOOLS.

(*Note*.—Illustrate some of this work before the institute.)

1. First Year Work—Continued.

- a. Sachet square.
 - b. Shaving ball.
 - c. Mitten needle book.
 - d. Match scratcher.
 - e. Invitation.
 - f. Bookmark.
 - g. Long bookmark.
 - h. Napkin ring.
 - i. Mat.
-

VI. THE POINT OF VIEW OF MODERN EDUCATION.

(Chapters V and VI.)

Chapter V—What the Child Should Learn.

1. Direction the child's obedience should take.
2. Forbidden acts.
3. Stealing, lying, selfishness, fighting, etc.

Chapter VI—What the Child Should Learn.

1. Educational values in themselves.
 2. The teacher's knowledge of educational values.
 - a. Conditions, number work, expression, imitation, reading, composition, literature, music, etc.
-

VIII. THE RECITATION.

(Part 3, Chapters I, II, and III.)

Chapter I—General Method in the Recitation.

1. Method Defined.
2. Fundamental Characteristics of Method.
 - a. Analytic or synthetic.
 - b. Inductive or deductive.
 - c. Objective or subjective.
 - d. Empirical or rational.

Chapter II—Individual Methods in the Recitation.

1. Lecture Method.
 - a. Advantages to the teacher.
 - b. Advantages to the pupil.
 - c. Disadvantages to the teacher.
 - d. Disadvantages to the pupil.

2. Question Method.
 - a. Advantages to the teacher.
 - b. Advantages to the pupil.
3. Socratic Method.
 - a. Formal statement.
 - b. Advantages to teacher.
 - c. Advantages to pupil.
4. Topic Method.
 - a. Phases of this method.
 - b. Advantages to the teacher.
 - c. Advantages to the pupil.
 - d. Disadvantages of the topic method.
5. Summary.
 - a. Place and use of lecture method.
 - b. Place, use and process of questions method.
 - c. Place, use, process and phases of topic method.
 - d. Place and use of Socratic method.

Chapter III—Oral and Written Work in the Recitation.

1. Oral Work in the Recitation.
 - a. As an instrument of instruction.
 - b. As an instrument to arouse interest and sustain attention.
 - c. As a medium through which personality speaks.
2. Written Work in the Recitation.
 - a. Kinds of written work.
 - b. Advantages of written work.

EIGHTH MEETING.

PROGRAM.

- 9:00 A. M. I. Opening Exercise. (A model by the Institute Manager.)
- II. Roll Call; state how many meetings you have attended.
- III. Discussion of "Lesson Plans."
- IV. "Industrial Work for Public Schools."
- V. "The Point of View of Modern Education."
- VI. "The Recitation."

NOON.

- 1:00 P. M. VII. Remarks from the Membership.
- VIII. Miscellaneous Business; plans for vacations, etc.
- X. Closing Remarks by the Parish Superintendent.
- X. Adjournment.

OUTLINES AND SUGGESTIONS.

III. DISCUSSION OF "LESSON PLANS."

(A Drawing "Lesson Plan.")

Note.—One lesson plan should be written by each teacher for each meeting, on a lesson assigned at the previous meeting. The plans should be written in harmony with the "*lesson plan*" and suggestions given in the back part of this pamphlet; and, some of the plans should be read and discussed in each meeting of the association.

1. The "*lesson plan*" for this meeting should be written on a lesson that could be taught to pupils in the "First Grade."

IV. INDUSTRIAL WORK FOR PUBLIC SCHOOLS.

(*Note.*—Illustrate some of this work before the institute.)

1. First Year Work—Continued.
 - a. Pencil book.
 - b. Holder.
 - c. Valentines.
 - d. "George Washington Hat."
 - e. Windmill.

- f. Carpet-yarn rug, No. 1.
- g. Carpet-yarn rug, No. 2.
- h. Borders for rugs.
- i. May basket.
- j. Silkoline rug.

V. THE POINT OF VIEW OF MODERN EDUCATION.

(Chapters VII, VIII and IX.)

Chapter VII—Influences.

- 1. The ideal family life.
- 2. The necessities of the family life.
- 3. Union and relations of school and home.

Chapter VIII—Influences.

- 1. Training in self-control.
- 2. Values of sleep, fresh air, foods, temperance, and social influence.
- 3. The letter kills, but the spirit makes alive.

Chapter IX—Conclusions.

VI. THE RECITATION.

(Part 3, Chapters IV and V.)

Chapter IV—Place and Tactics of the Recitation.

- 1. Place.
 - a. The group plan or class plan.
 - b. The scattered or seat plan.
- 2. Class Tactics.
 - a. Code for calling classes.
 - b. Code for class work.
 - c. Code for use of pupils.
- 3. Methods of Directing Questions to the Class.
 - a. The individual method.
 - b. The general method.
- 4. Method of Calling for Answers.
 - a. Individual.
 - b. Concert.

Chapter V—The Use of Books in the Recitation.

- 1. In Teaching Elementary Arithmetic.
 - a. The non-use of the text-book.
 - b. The use of the text-book.

2. In Teaching Elementary Language.
 - a. Follow a plan similar to that suggested in elementary arithmetic.
 3. In Teaching Advanced Arithmetic.
 - a. Process before rules.
 - b. Text-book in class.
 - c. Problems used in class.
 - d. The treatment of problems in the recitation.
 - e. What to do with unsolved problems.
 4. In Teaching Elementary History or Geography.
 - a. The irrational method.
 - b. The rational method.
-

VII. "REMARKS FROM THE MEMBERSHIP."

Note—Five minute talks should be given by members of the association on topics from the following list:

1. Reports from teachers concerning their success in securing a "School Library."
2. Reports from teachers concerning their success with "School Gardens," and "Agriculture."
3. What did your school do on "Arbor Day?"
4. Benefits derived from the meetings of this association.
5. Your plans for vacation.

THE LESSON PLAN.

(*Note 1.*—In addition to the steps “Testing,” “Teaching,” “Drilling” and “Assigning,” the following should be made a part of the Lesson Plan: “The Subject of the Lesson,” “The Aim of the Lesson,” “The Time required for the Recitation,” and “The Subject of the Previous Lesson.”)

(*Note 2.*—See Hamilton’s “The Recitation.”)

I. TESTING—(*Matter and Procedure*):

- a. The *attitude* of the pupil’s mind toward the lesson; also preparing the mind for the recitation content and the lesson processes.
- b. The pupil’s appreciation of the *aim* of the lesson.
- c. The *separation* of the known and done from the to be known and to be done.
- d. The pupil’s *preparation and study* of the lesson.
- e. The pupil’s *statements*, and his *comprehension* of the lesson facts.
- f. The pupil’s *ability to apply* the principles, rules, etc.
(*Note the physical conditions in class and room.*)

II. TEACHING—(*Matter and Procedure*):

- a. *Presentation*, or doing, of the unknown or to be done in the light of (and in relation to) the known or done.
- b. *Associations* and *comparisons* between the new subject-matter and knowledge already acquired; also, between the essential points of the new subject-matter.
- c. *Abstracting* the essentials of the new subject-matter, and *formulating and organizing* them with the known essentials into a generalization, or expression. This expression to be in the pupil’s best, be it one form or another. (The ease with which this statement is made, or expressed, by the pupil indicates in a large measure the success of the teaching up to this point.)

III. DRILLING—(*Matter and Procedure*):

- a. On *application* of the new knowledge with reference to what was formerly learned.
- b. On *application* of the new knowledge with reference to drill exercises in the text-book.
- c. On *application* of the new knowledge in drawing, writing, modeling, experimenting, or other forms of expression.
- d. On *application* of new knowledge to similar unfamiliar types.
- e. On suggesting *future conduct or action*.

IV. ASSIGNING—(*Matter and Procedure*):

- a. The what and how determined by the pupil's ability and present needs.
 - b. Indicate the purposes and aim, and some essentials in their order.
 - c. State references, helps, etc.
 - d. Let it be definite, discriminating, and attractive.
-

NOTES ON "THE LESSON PLAN."

Note 1.—The *teaching plan* of the topic (method-whole) should be arranged with reference to the *teacher's work in the recitation* in the following four steps: *Testing, teaching, drilling, and assigning*, dividing the plan, under each of the four steps, into SUBJECT-MATTER (*"the What"*), and METHOD, OR PROCEDURE (*the "How"*).

Note 2.—The subject-matter should first be determined and arranged in the proper order (for the operation of the learning mind) in all of the foregoing four steps. Then the "method" or "procedure" part of the plan should be arranged with reference to what is to be done with the subject and with the pupil's mind. The questions should be selected, the exercises, illustrations, topics, and apparatus provided for that will lead most surely to the ends provided for in each part of the treatment of the subject under discussion. (Keep in mind direction under Note 1.)

Note 3.—While the steps in the above "Lesson Plan" are given as "*Testing, Teaching, Drilling, and Assigning*," it does not follow that this is always the exact order as to time, but rather as distinct divisions of effort (with reference to the lesson unity) on the part of the teacher during the recitation.

Note 4.—Preparation, Presentation, Elaboration (including comparison, association and abstraction), Generalization and Application, are frequently given as the lesson steps ("formal steps"), but they are used in the Lesson Plan we present as processes in the development of the lesson unity on the part of the learner, rather than steps in a teaching plan on the part of the teacher, during the recitation.

LIST OF BOOKS FOR TEACHERS.

Gillian's Page's Theory and Practice of Teaching. S. Y. Gillian & Co., Milwaukee, Wis. \$0.50.

Dutton's School Management. Scribner's Sons, New York. \$1.00.

Thorndyke's Principles of Teaching. A. G. Seiler, New York. \$1.00.

McMurry's Method of the Recitation. The Macmillan Co., Atlanta, Ga. \$0.90.

DeGarmo's Essentials in Method. A. Flanagan Co., Chicago, Ill. \$0.50.

Martin's Emmy Lou. McClure, Phillips & Co., New York. \$1.50.

Pestalozzi's Leonard and Gertrude. A. Flanagan Co., Chicago, Ill. \$0.65.

Warner's Being A Boy. Houghton, Mifflin & Co., \$0.60.

Rousseau's Emile. A. C. McClurg & Co., Chicago, Ill. \$1.50.

Kirkpatrick's Fundamentals of Child Study. The Macmillan Co. \$1.25.

Tanner's The Child. Rand, McNally & Co., Chicago, Ill. \$1.25.

O'Shea's Education as Adjustment. Longman, Green & Co., New York. \$1.00.

DeGarmo's Interest and Education. Macmillan Co., Atlanta, Ga. \$1.00.

McMurry's General Method. The Macmillan Co., Atlanta, Ga. \$0.90.

MacCunn's The Making of Character. The Macmillan Co., Atlanta, Ga. \$1.25.

Spencer's Education. A. Flanagan Co., Chicago, Ill. \$1.00.

Dewey's The Educational Situation. The University of Chicago Press, Chicago, Ill. \$0.50.

Adams' Herbartian Psychology Applied to Education. A. Flanagan Co., Chicago, Ill. \$1.00.

Bulter's The Meaning of Education. Macmillan Co., Atlanta, Ga. \$1.00.

Burrage and Bailey's School Sanitation and Decoration. D. C. Heath & Co., Atlanta, Ga. \$1.25.

Hannus' Educational Aims and Educational Values. Macmillan Co., Atlanta, Ga. \$1.00.

Kelly's Little Citizen. McClure, Phillips & Co. New York. \$1.50.

Scott's Organic Education. A. Flanagan Co., Chicago, Ill. \$0.55.

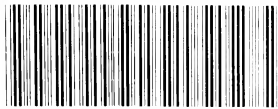
Rein's Outlines of Pedagogics. A. Flanagan Co., Chicago, Ill. \$0.50.

Dexter and Garlick's Psychology in the Schoolroom. A. C. McClurg & Co., Chicago, Ill. \$1.50.

Wilson's Pedagogues and Parents. Henry Holt & Co., New York. \$1.25.

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